Project-Based Learning: Encouraging Students' to Write

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ABSTRACT

Writing is important in the implementation of learning. This is one of the main focuses that need to be mastered to create maximum learning. However, the weak writing ability of students can be a problem. Therefore, relevant learning methods are needed in learning activities. Looking at these problems, the researchers uses the project-based learning method to make it easier for students to practice their writing skills. The implementation of this research is to see the development of students' writing skills using the project-based learning method in the 11th class at SMA Pahlawan Toha Bandung in the 2020/2021 academic year. In obtaining the data, the researchers use a qualitative descriptive method. From the data obtained, the researchers obtains the results: (1) the project-based learning method is recommended enough to be used because it is considered effective. (2) the project-based learning method is considered to improve students' abilities, especially in creativity as well as self-confidence and group ability. (3) Students' writing ability is improved. From these results, it can be said that using the project-based learning method in the learning process can improve the writing skills of 11th class students at SMA Pahlawan Toha Bandung.

Keywords: Project-Based Learning, writing, teaching method

ABSTRAK

Menulis merupakan hal yang penting dalam pelaksanaan pembelajaran. Hal ini merupakan salah satu fokus utama yang perlu dikuasai untuk menciptakan pembelajaran yang maksimal. Namun, lemahnya kemampuan menulis siswa dapat menjadi masalah. Oleh karena itu, diperlukan metode pembelajaran yang relevan dalam kegiatan pembelajaran. Melihat permasalahan tersebut, peneliti menggunakan metode pembelajaran berbasis proyek untuk memudahkan siswa dalam melatih keterampilan menulisnya. Pelaksanaan penelitian ini adalah untuk melihat perkembangan keterampilan menulis siswa dengan menggunakan metode pembelajaran berbasis proyek pada kelas XI SMA Pahlawan Toha Bandung tahun pelajaran 2020/2021. Dalam memperoleh data, peneliti menggunakan metode deskriptif kualitatif. Dari data yang diperoleh, peneliti memperoleh hasil: (1) metode pembelajaran berbasis proyek cukup direkomendasikan untuk digunakan karena dianggap efektif. (2) metode pembelajaran berbasis proyek dinilai dapat meningkatkan kemampuan siswa terutama dalam kreativitas serta kepercayaan diri dan kemampuan kelompok. (3) Kemampuan menulis siswa meningkat. Dari hasil tersebut dapat dikatakan bahwa dengan menggunakan metode pembelajaran berbasis proyek dalam proses pembelajaran dapat meningkatkan keterampilan menulis siswa kelas XI SMA Pahlawan Toha Bandung.

Keywords: Project-Based Learning, menulis, metode mengajarå

I.   INTRODUCTION

A language is a tool that humans use to communicate with one another. Language encompasses all modes of communication that use symbols to represent thoughts and feelings in order to convey meaning to others (Rahayu, 2019). One's language allows one to express ideas,

thoughts, and the desire to express opinions and information (Suleman & Islamiyah, 2018). It is well understood that language is a spoken symbol that serves to express goals, that people live in societies that can understand each other, and that each society has its own language (Aziz, 2019). The national language is the language used in that country to communicate. While an international language is a language used to communicate with people all over the world, like in Indonesia (Karyanto, 2013), (Muslim et al., n.d. 2021), (Aini, 2021) (Prayoga & Khatimah, 2019) For this reason, English is considered an important thing to learn. .

English has a very essential in every aspects of daily activities, including students' life at school (S & Hum, 2019). The implementation of English language learning has been going on for a long time in Indonesia. Starting from elementary school, junior high school, to senior high school. English subjects are subjects that are included in local content as one of the subjects used to communicate internationally (Cahyaningrum & Baraja, 2021). The implementation of learning English requires a method that is slightly different from learning Bahasa. Since English is a foreign language, it is rarely used by Indonesians, especially certain individuals. Some teachers use learning methods that aim to make it easy for students to absorb the information conveyed by the teacher and quickly understand the material presented. One method that is widely used is Project-Based Learning.

Project-based learning is real-world learning that incorporates students directly into the content (Hasani et al., 2017), (Aghayani, Behnam; Hajmohammadi, 2019). This learning is an innovative learning method that involves work projects in which students work independently in constructing their learning and providing optimal learning outcomes (Abidah et al., 2022)(Langi et al., 2021). This method focuses on activities carried out by students especially to solve a problem. Students are directed to explore information from various sources and combine their opinions so that they can find solutions and are expected to be able to understand the learning material. The implementation of the learning system using the project-based learning method, students are required to be bolder and more active in the classroom. Students also have more experiences because they actively participate in carrying out their duties rather than just listening to explanations from the teacher or just reading books. In addition, in project-based learning, the teacher gives students the freedom to determine the strategies that will be used to solve problems, and then students can conclude the results of the projects they are working on (Sa'diyah & Cahyono, 2019).

Project-based Learning is expected to not only create an enjoyable classroom environment, but also to provide students with opportunities to improve their English skills (Subandi et al., 2020),(Thuan, 2018). Writing is one of the skills that acquire appropriate method to learn while learning process (Praba et al., 2018). Writing is regarded as a productive skill, significant challenging or complex skills for students to master (Yusri et al., 2021),(Christzer et al., 2018), (Septiawan, 2020). As a result, students struggle with writing and try to avoid assignments because they find them difficult. They lack of confidence and interest in writing for example lack of understanding the topic, the purpose of writing, and how to organize ideas into writing (Anggerani et al., 2022).

Based on the preceding discussion and problem above, the research questions arises: Does project-based learning influence student learning? Does project-based learning improve student learning outcomes?

II.   METHOD

This research is using the descriptive qualitative method. It will evolve in response to the aims and objectives, which will affect the sampling, data collection, and analysis phases of the project, just as it will in any other research study (Doyle et al., 2020). Researchers uses this method because the analysis of the data presented in the form of a descriptive was carried out by making observations in 11th class at SMA Pahlawan Toha Bandung.

In collecting data during the study the researchers conducted observations and also interviews. This study took the 11th class at SMA Pahlawan Toha Bandung. There are 12 female students and 4 male students. The use of the interview method chooses an 11th class English teacher as a resource person, in this method the researchers finds information about the learning system,

what methods are used, what is problems faced by the teacher, and the solutions used to overcome the problem. In the observation part, this is done to observe how to teach and how the interaction between teachers and students is done.

III. DISCUSSION

In this study, the researchers first conducted research by conducting observations and conducting interviews with teachers and the school regarding all aspects related to teaching and learning activities at SMA Pahlawan Toha Bandung. After the initial stage of the research was carried out and the researchers knew the problems faced by the teacher, then the researchers began to decide to use the project-based learning method to help students overcome the problems and difficulties they faced. Here is the inquiry of the project-based learning in the class:

Teaching Process (Before Using Project-Based Learning)

The students are given a subject to write a letter. In delivering the material, students are asked to listen and take notes on important things if needed. This is done so that students take their notes and easily understand what is conveyed by the researchers using their language. The researchers try to convey the material clearly. After delivering an explanation of the initial material, the researchers continue with an explanation of language features. Students provided by the example of the letter to get more comprehension about the letter.
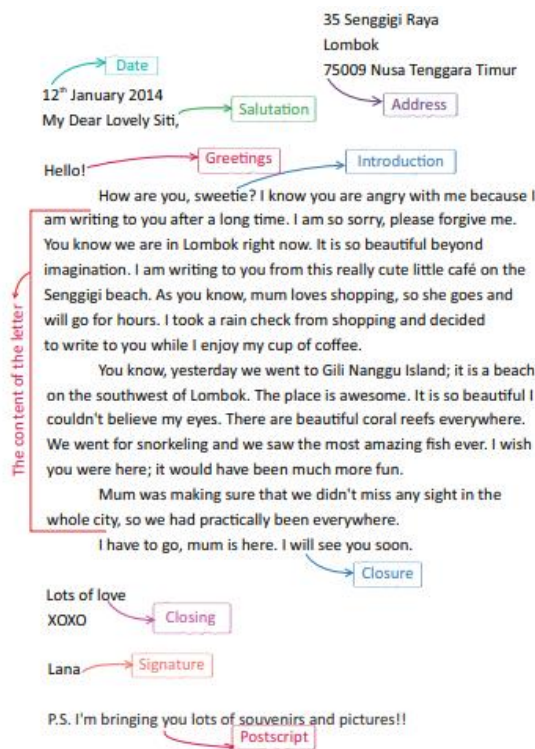

Figure 1. Sample of a personal letter

Based on the sample above, which is an example of a personal letter and the important parts of a personal letter's structure. This personal letter also includes a description of a location, specifically the island of Lombok. It is hoped that by using this example, students will be able to understand how

to write a personal. In this part, the students ask to create a personal letter regarding their own experiences. The kind of assignment is independent so students are not allowed to discuss with their classmates. Below are the results of students' personal letter writing:

Figure 2. Student personal letter task (1)

Based on the figure 2 above, it can be seen that students did some mistakes in composing personal letter. To enhance students' writing so it needs feedback. The researchers mark the student's assignment to help the students understand what needs to be improved. The red underscore indicates a lexical error. Because the object in the text is only one person, the word "friends" should be removed from the picture. Because "saw" indicates the past meaning, the word "see" must be changed to "saw." Because "thought" is used in the past tense, it should be replaced with "think." The missing vocabulary in "in the" should then be changed to "in there." Furthermore, the word "floors" must be removed from the suffix "floor." The researchers then highlight grammatical errors with a blue underline. There is an error in the sentence "but we won't be meeting at my house," where the preposition "at" should be added before the word "my" to indicate a more specific location. Furthermore, the word "will" must be removed from the preview of the sentence "I will have a place" because it is unimportant. Finally, the to be "is" in the last sentence must be replaced with the to be "are" because the object of the sentence is a group of lamps (many or more than one). After getting the feedback, students need to do revise and resubmit their task.
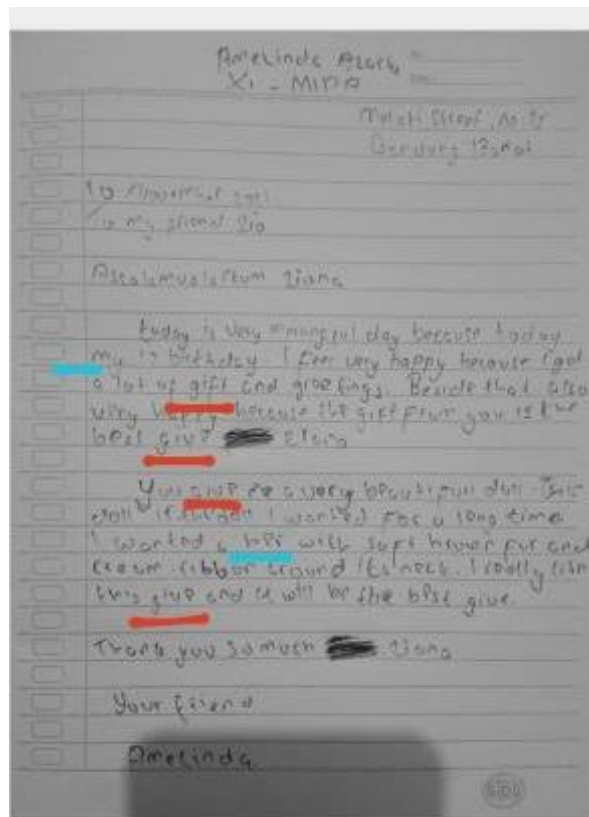
Figure 3. Student personal letter task (2)

The image above is the second example of an independent task completed by a student. It can be seen that there are still several errors in the assignment. Such as missing vocabulary and grammatical error. In the example above, students also wrote personal letter which different theme. Students have made mistakes on the theme of the letter asked by the teacher, in other words, they do not focus on what the teacher instructs. The error in this independent task is found in the first sentence snippet, which is marked with a blue underscore which indicates a grammar error. In the sentence "because today is my 17th birthday," the correction should be before the word "my," and there should be an additional ordinal number after the number 17. So that the sentence becomes "because today is my 17th birthday." The following grammatical error is found in the sentence "I wanted a ber with soft brown fur," where the word "ber" should be changed to "teddy bear,". Then the sentence should be corrected to "I wanted a teddy bear with soft brown fur." The teachers then mark the missing vocabulary error in the word "gift" in the second sentence of the first paragraph with a red X. Because the object referred to in the sentence is a gift that is many or more than one, the word "gift" should be followed by a "s." The word "give" should be changed to "gift" as a result of this improvement. In Bahasa, the word "give" means "*memberi,*" whereas "gift" means "*hadiah.*"

It is clear from the students' independent assignments about writing personal writing that they have a lot of vocabulary and grammar errors. Giving assignments, discussing them, and providing feedback to students is an effort to help students identify and correct their mistakes. The assignment was designed to assess students' understanding of writing skills.

Teaching Process (After Using Project-Based Learning)

After identifying the issues that students encounter while completing assigned tasks, the teachers, as researchers, begin to change the way he or she teaches by implementing project-based

learning methods. In this section, the teachers begin the project-based learning procedure by introducing the teaching steps. The following are the project-based learning steps (Fleming, 2000):

    I.   Determination of fundamental questions (start with essential questions)
    II.   Create project planning (project design)
    III.   Create a timetable (create a schedule)
    IV.   Keeping track of students and project progress (monitoring the students and progress of project)
    V.   Evaluation of results (assess the outcome)
    VI.   Review of the experience

The basic questions in this study concerned the meaning and purpose of writing lessons. After students have grasped the learning objectives and the project to be assigned. The teacher also develops a timetable to ensure that the project is completed on time.

The following is an example of the applied project-based learning timetable:

Schedule	Activities
1-3 November 2022	Teachers send assignments.
4-7 November 2022	Students comprehend the project framework and begin to plan.
8-10 November 2022	Discussion session.
11-18 November 2022	Students Working on Projects
19-21 November 2022	The project is being implemented under the supervision of teachers.
22-29 November 2022	The students have reached the project completion stage. Like:
	☐ Writing based on the guidelines that have been obtained.
	☐ Recording or documenting every process carried out while working on writing
	☐ Re-examine your writing results in terms of wording, sentences, and so on.
	☐ Make a report writing
30 November 2022	Project collection stage, such as:
	☐ Discuss his general review to the teacher.
	☐ Presenting the results of writing
	☐ Submit a report
1-12 Desember 2022	Teachers do the assessment.
13-15 Desember 2022	Teachers input students' score

Table 1. Sample of project-based learning timetable in writing

The project-based learning timetable will make it easier for students to work on a project or task assigned by the teacher. This is due to the fact that the time given is clear, allowing students to adjust the time given to the schedule of actions taken.

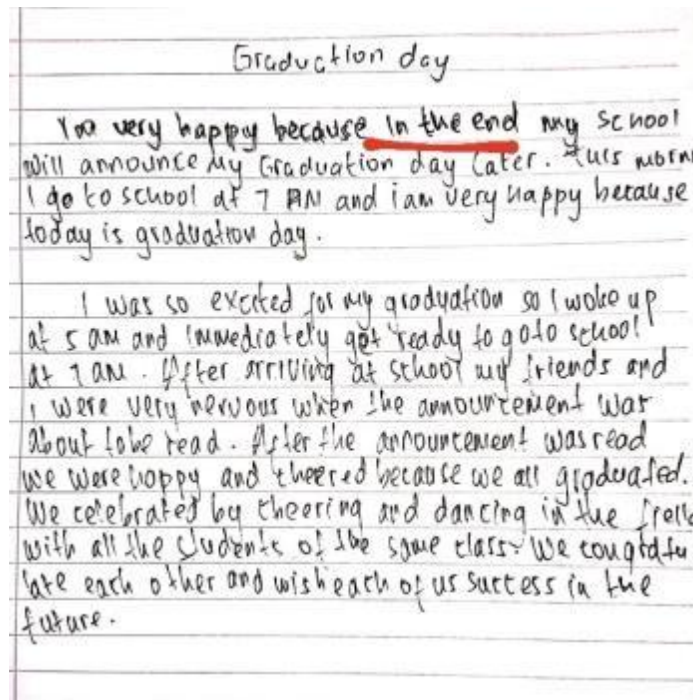The following is an example of project-based learning student project results writing.

Figure 4. Students' writing project (1)

The above image is the result of student discussion and collaboration. Teachers discovered that students understand the implementation of project-based learning in writing based on the text. This is demonstrated by the outcomes of group work, which can be seen if they are successful in compiling written texts. They were able to use the correct tenses. Although there is a minor mistake in the sentence "in the end." This is due to the sentence not fitting in a single sentence. Such a minor error is regarded as a common blunder that has little bearing on the project group's outcomes.

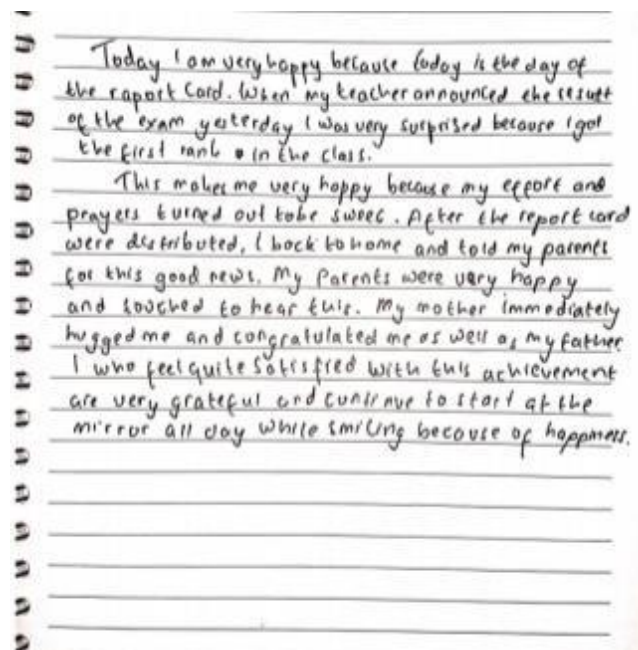The following is another example of the results of other student writing projects:

Figure 5. Students' writing project (2)

The image above is the result of other student groups' discussions. The picture above shows that implementing project-based learning is beneficial in a given project. The results of this group's writing show that this group can describe the themes that have been determined. This group is also quite good at describing a picture of happy feelings and is thought to have paid close attention to what the teacher conveys. This is evident from the outcomes of group collaborations that used correct tenses and text structures. There is no title in the resulting paragraph, which is a minor flaw in the project's results. Such corrections can be used to spark discussion and provide feedback to students.

VII.   CONCLUSION

Based on the research that has been carried out, the researchers can conclude that teaching writing using a project-based learning method is considered effective in improving the writing skills of 11th class at SMA Pahlawan Toha Bandung. This method is considered easy to apply to the student teaching system so that students can easily understand the material as well as apply it in the learning process and in working on the given task.

In the implementation of learning using the project-based learning method, the researchers can see a significant change in the results of students' writing skills before and after using the method. Students are judged to be faster in understanding the material provided and students are freer in expressing ideas and exchanging opinions with learning partners in groups so that the results of the discussion can be maximized and better than before the implementation of learning using the project-based learning method.

The Advantage of Using Project-Based Learning Method
1. By using the project-based learning method, it can help students practice writing skills and also train students' creativity through the elaboration of the given theme.
2. Using a project-based learning method also can train students' cooperative skills in groups, train cohesiveness among group members, and the ability to exchange opinions with other partners.
3. Make it easier for students to understand the material provided by discussion between groups.
4. Train students' self-confidence through the ability to speak in front of the public.

The Disadvantage of Using Project-Based Learning Method
1. It takes quite a long time because it is in the form of research.
2. The use of this method requires the teacher to always monitor the learning activities and movements as well as the progress of students when conducting research.
3. In implementing this method the teacher must work hard because he must always supervise the course of learning.

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